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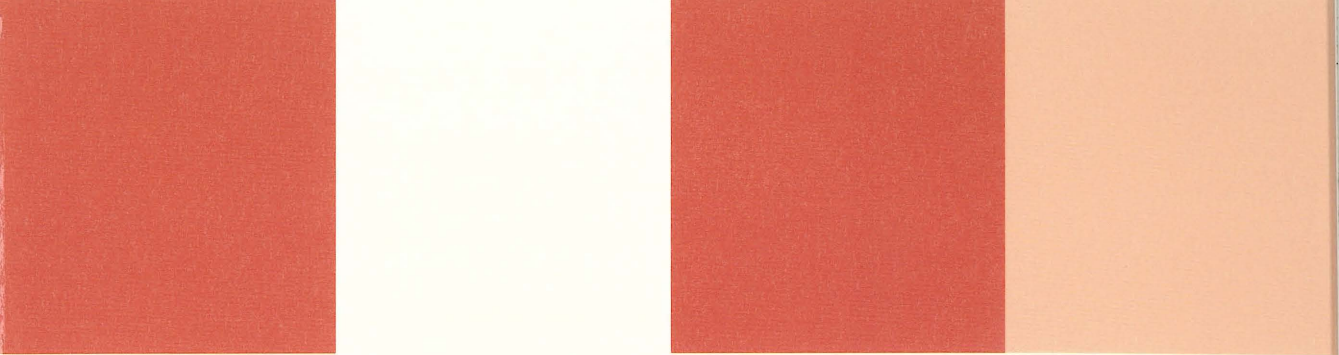
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*Proceedings of the 4th International Symposium between
the Graduate School of Education, Kyoto University (Japan),
and the Institute of Education, University of London (UK)*

Finding Meaning, Cultures Across Borders: International Dialogue between Philosophy and Psychology



18-19 August 2010

The Clock Tower Memorial Hall of Kyoto University, Japan

The Global COE Programme
Revitalizing Education for Dynamic Hearts and Minds
Kyoto University

*Proceedings of the 4th International Symposium between
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**Finding Meaning, Cultures Across Borders:
International Dialogue between Philosophy and Psychology
Wednesday 18 August -Thursday 19 August 2010**

	Wednesday 18 August		Thursday 19 August
		9:30	Amanda Fulford Being literate: Heidegger, language and the “forgetfulness of Being” Junko Nishigaki An analysis of university students’ perceptual change through course learning and its suggestion to academic writing education in undergraduate curriculum Tokika Kurita The writing system and attitude about people with disabilities <Chair> Masuo Koyasu
		11:00	Coffee break
		11:15	Shilpa Sharma An East and West divide or convergence? Similarities between ancient Indian and Greek philosophy on human flourishing Yasunori Okada Social power and culture <Chair> Anna Kouppanou
		12:15	Lunch meeting

Wednesday 18 August		Thursday 19 August	
1:00	Opening Naoko Saito and Paul Standish	1:30	<Keynote speech> Paul Standish One language, one world: The common measure of education <Respondent > Yasuo Imai Response to Paul Standish <Chair> Naoko Saito
1:15	Jun Yamana Changes in Japan’s school architecture since the contact with the West: An effort to bridge the interpretation from the disciplinary theory to the system theory <Chair> Paul Standish		
2:15	Clare Thornbury Peirce’s theory of signs Haruka Okui Merleau-Ponty, body, language and the understanding of others Hiraku Nakamaru Wittgenstein and understanding others: Mind, body and language <Chair> Ian Munday	3:30	Coffee break
		3:45	Ian Munday Metaphor and metonymy Yuzo Hirose Kant and the cosmopolitan design in education Ye Zhu Translation of Religion in the World-Wide Latinization <Chair> Clare Thornbury
3:45	Coffee break	5:15	Ruprecht Mattig and Seiko Kikuzawa Happiness and a sense of achievement: A qualitative pedagogical exploration <Chair> Fumio Ono
4:00	Masashi Sugimoto Space in language and culture: Are the spatial representations different? Anna Kouppanou Dwelling poetically in the house of Being: Heidegger, language and space Sun Inn Yun Finding meaning, Mortality and Culture <Chair> Kusumi Takashi		
5:30	End of the first day	6:00	Closing remark: Masuo Koyasu and Paul Standish
		6:30	Reception

Notes on Contributors

Amanda Fulford is Associate Principal Lecturer in Education (Research) at Leeds Trinity University College. She is Programme Manager for the MA in Education and the Masters in Teaching and Learning. Her research interests are in the field of philosophy of education, teachers' initial training and professional development, student writing at university and work in adult literacy. She has published in the *Journal of Philosophy of Education* and in *Ethics and Education*. Amanda also works as an educational consultant for Standards Verification UK and has significant experience in teacher education in the post-compulsory sector. She is currently studying for a PhD at the Institute of Education, University of London, where she is supervised by Professor Paul Standish and is writing on the notion of being literate.

Yuzo Hirose is a graduate student at the School of Education, Kyoto University. His main research interest is in geographical and citizenship education in the work of Immanuel Kant, especially in connection with happiness, enlightenment and cosmopolitanism.

Yasuo Imai is Professor in the Graduate School of Education at the University of Tokyo. His major works include *Educational Thought of Walter Benjamin* (1998, in Japanese) and *Pedagogy of Media* (2004, in Japanese). He is co-editor (with Christoph Wulf) of the book *Concepts of Aesthetic Education. Japanese and European Perspectives* (Münster, 2007). His contributions in German and English are among others: "Walter Benjamin and John Dewey: The Structure of Difference between Their Thoughts on Education", in: *Journal of Philosophy of Education*, 37(1), 2003; "Elemente des Widerstandes in der Medienpädagogik Adolf Reichweins", in: *Zeitschrift für Erziehungswissenschaft*, 8(3), 2005; "Die Medien und die 'Repräsentation'. Unterwegs zu einer pädagogischen Semantik der Medien", in C. Dietrich and H.-R. Müller (eds.): *Die Aufgabe der Erinnerung in der Pädagogik*, Bad Heilbrunn, 2010.

Seiko Kikuzawa is Graduate student in the Doctoral Course at the Graduate School of Education, Kyoto University. Her field of research is Philosophy of Education. Her main interests are in the work of J.-J. Rousseau.

Anna Kouppanou is a PhD student at the Institute of Education, University of London and a children's book author. She holds a Bachelor in Educational Studies and a Master of Arts in Cultural Perspectives in Education and Psychology from the University of Cyprus. Her PhD dissertation is an investigation of Heidegger's philosophy of technology in relation to new media, space and education.

Masuo Koyasu is Professor of Psychology and Sub-Dean of the Graduate School of Education, Kyoto University. He also holds a position as the project leader of the Global COE Program Revitalizing Education for Dynamic Hearts and Minds (2007-2012). His research interests have focused upon how young children develop an understanding of other minds. His early work was concerned with children's abilities in hypothesis-testing, understanding non-literal expressions, perspective-taking, and drawing.

Tokika Kurita is a graduate student at Kyoto University. Her research topic is prejudice toward disabled people. The purpose of her research is to reduce prejudice toward disabled people and understanding handicaps in education.

Takashi Kusumi is Professor of Psychology at the Graduate School of Education, Kyoto University. He is a cognitive psychologist whose research is on the language and thinking. His research interests have wide interdisciplinary application to human-computer interaction, critical thinking and decision making. His edited Japanese book is entitled *Progress in Research on Metaphor* (Tokyo: Hitsuji shobou, 2007).

Ruprecht Mattig is Assistant Professor in the Global COE Revitalizing Education for Dynamic Hearts and Minds at Kyoto University. His main interest is in anthropology of education. At the moment he carries out a cross-cultural study in Japan and Germany on happiness in education. His main publications include *Rock und Pop als Ritual. Über das Erwachsenwerden in der Mediengesellschaft* (Bielefeld: transcript, 2009) and *Symbole verstehen lernen. Die Bedeutung von Mythos und Analogiedenken für die Symbolerziehung* (Berlin: Logos, 2003) (both in German).

Ian Munday has for the past three years been Teaching Fellow at the University of Cambridge, and is about to take up a Lectureship at the University of Stirling in Scotland. His main research interests are in performatives and performativity in education, with reference to the work of Austin, Lyotard, Derrida, Deleuze, Butler, and Cavell.

Hiraku Nakamaru is a graduate student at Kyoto University. His main research interest is in the work of Ludwig Wittgenstein, especially in his view of philosophy.

Junko Nishigaki is Associate professor in the Center for Research and Development of Higher Education of Osaka City University. Her primary research area is developmental psychology of literacy and language. Her present research interests include how university students develop holistically through their academic learning experience.

Yasunori Okada is a graduate student of the Graduate School of Education at Kyoto University. His research interests have focused upon how social power difference influences emotions, cognitions and behaviors.

Haruka Okui is a graduate student at the Graduate School of Education, Kyoto University. His research interests are in relations between body and education, with reference to the works of Maurice Merleau-Ponty. He also researches, through fieldworks, the practice of body techniques of indigenous performing arts in Japan.

Fumio Ono is Assistant Professor in the Global COE Program *Revitalizing Education for Dynamic Hearts and Minds*, Kyoto University. His primary areas of scholarship are philosophy of education, historical studies of thoughts and Jewish studies. His research interest focuses on the Jewish philosophers such as M. Buber, G. Scholem, E. Lévinas, W. Benjamin, the German Romanticism such as Herder, Schelling, the brother Schlegel, and comparative studies on traditional and modern learning and coaching of skills.

Naoko Saito is Associate Professor in the Graduate School of Education at Kyoto University. Her primary areas of scholarship are philosophy of education and American philosophy. Her main interests are in the work of John Dewey, Ralph Waldo Emerson, Henry David Thoreau and Stanley Cavell. Her main publications include *The Gleam of Light: Moral Perfectionism and Education in Dewey and Emerson* (New York: Fordham University Press, 2005) and the Japanese translation of Stanley Cavell's *The Senses of Walden* (Tokyo: Hosei University Press, 2005).

Shilpa Sharma is a doctoral student at the Institute of Education, University of London. Her research involves examining the concept of 'character' from contemporary perspectives, as well as ancient Indian and Greek philosophical perspectives, and arguing for its centrality in school education. She is particularly interested in the implementation of values education and character education programmes in schools.

Paul Standish is Professor of Philosophy of Education at the Institute of Education, London. His recent publications include *The Therapy of Education* (Basingstoke: Palgrave Macmillan, 2007), co-authored with Paul Smeyers and Richard Smith, and *The Philosophy of Nurse Education* (Basingstoke: Palgrave Macmillan, 2007), co-edited with John Drummond. He is Editor of the *Journal of Philosophy of Education*.

Masashi Sugimoto is a master course student in the Graduate School of Education at Kyoto University. His studies are based on Spatial Mental Models. His main interest is the difference between survey perspective (The library is south of the school of education.) and route perspective (When you get out the school of education and turn to left, you will find the library in front of you.) This difference must be important.

Clare Thornbury is a doctoral student at the Institute of Education, University of London. In her research she is looking at imagination and reason, in particular in the work of Charles S. Peirce and Jean-Paul Sartre. She is interested in how these paradigms of imagination and reason are related to education. Clare has worked in education in the UK in schools, universities, and local government. She currently works at the Institute of Education as an Administrator for Research Projects.

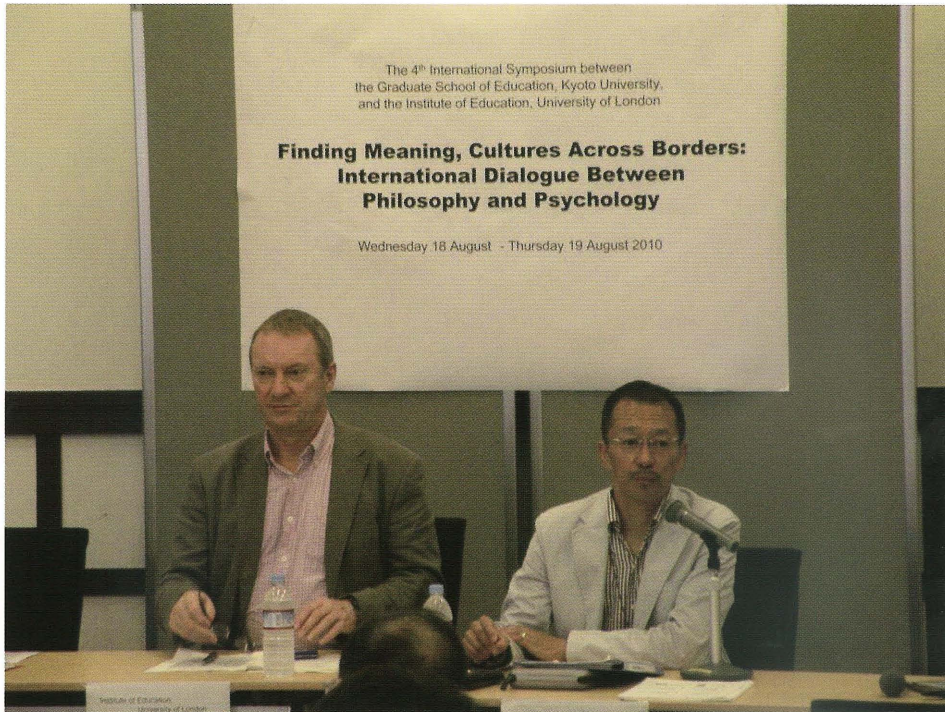
Jun Yamana is Associate Professor in the Graduate School of Education at Kyoto University. His primary areas of scholarship are philosophy of education and German philosophy. His main interests are in the "Reformpädagogik"-movement in Germany. His main publications include *The Thought and the structure of the german gardencity Hellerau* (Tokyo: Minerva Press, 2006).

Sun Inn Yun currently works as a Research Assistant at the Korean Educational Development Institute (KEDI), and she graduated from the Masters programme at Korea University this year in February. She has been accepted as a PhD student at the Institute of Education, London University, for the coming session. Her interests are on existentialism, alternative and citizenship education along with Summerhill School, and the meaning of freedom in education in relation to Heidegger's philosophy.

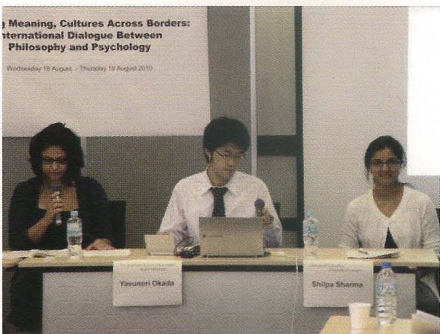
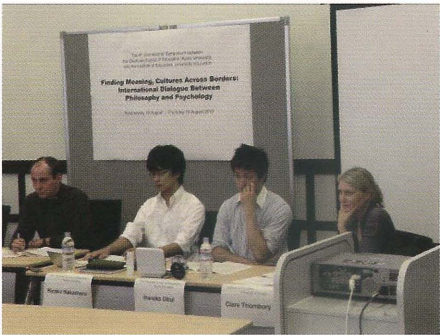
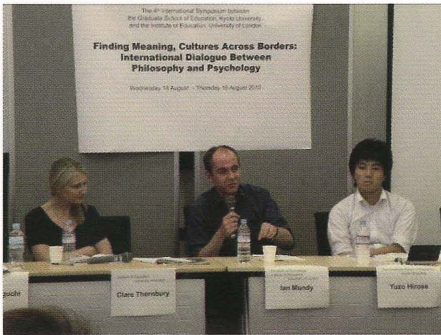
Ye Zhu is a graduate student at the School of Education, Kyoto University. He conducts research on the philosophy of Derrida. He is now writing his graduate thesis

on the relation between belief and knowledge by reinterpreting Derrida's text, *Foi et Savoir*.

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